**Canadian History since 1914 (CHC 2Di)**

**Course Description**

This course explores various social, economic, and political developments and events and their impact on the lives of people in Canada since 1914. Students will analyse the role of conflict and cooperation in Canadian society, Canada’s evolving role within the global community, and contributions to Canadian heritage and identity. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

**Units of Study**

This course is built around one overall issue question: How have local, national, and global forces shaped Canadian identity?

**Course Introduction: Identity, the Individual, and Canadian Society**

**Unit ONE: 1989-Present** …………………………………………………….. Chapters 1-4

*Focus Question: To what degree has a commitment to social justice been significant in creating Canada today?*

**Unit TWO: 1914-1938** ………………………………………………………… Chapters 5-8

*Focus Question: To what degree did internal and external forces transform Canada between 1914 and 1938?*

**Unit THREE: 1939-1959** ……………………………………………………… Chapters 9-12

*Focus Question: To what degree did events and issues transform Canada between 1939 and 1959?*

**Unit FOUR: 1960-1988** ………………………………………………………. Chapters 13-16

*Focus Question: To what degree did internal and external forces transform Canada between 1960 and 1988?*

**Course Conclusion: Historical Legacies and Canada’s Identity**

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**Critical Elements**

The *critical elements* listed below are interwoven throughout the curriculum. Throughout this course students will demonstrate their mastery of the critical elements through observations, conversations, and student-produced work.

*Enduring understandings* are the “big ideas” that students will retain after they have demonstrated mastery of the critical elements.

**Ontario Canadian and World Studies Curriculum (revised 2013):**

|  |  |
| --- | --- |
| **Critical Element** | **Enduring Understanding** |
| ***Communities: Local, National, and Global*** | My Canada has been created by numerous internal and external forces |
| ***Citizenship and Heritage*** | As a proud Canadian I recognize our strengths and weaknesses |
| ***Change and Continuity*** | Events today will shape the future changes in my life |
| ***Social, Economic, and Political Structures*** | Economic conditions change affecting Canadians and their communities socially and politically |
| ***Methods of Historical Inquiry*** | There are good and bad places to search for information |

**Course Evaluation**

Student work will be evaluated using a balance of the Ministry’s four achievement chart categories: Knowledge and Understanding, Thinking and Inquiry, Communication, and Application.

Throughout the course teachers will gather evidence of student learning of the **Critical Elements** through observations, conversations, and student-produced work. Successful completion of **all** **critical elements** is required to earn the course credit.

Student achievement will be evaluated according to the following parameters:

|  |  |
| --- | --- |
| **Term Work = 70%**   * Classroom Activities * Four Unit Assignments * Unit Tests | **Summative = 30%**   * Greatest Canadian Essay = 15% * Defining Moments Chart = 15% |

**Academic Misconduct**

For policies related to late/missed assignments, cheating, and plagiarism, please visit the Academics page (http://bci.wrdsb.ca/academics/) on the BCI Website.

**Learning Skills**

The Learning Skills and Work Habits section of the provincial report card is an integral part of a student’s learning. Students will be assessed in the following areas:

|  |  |  |
| --- | --- | --- |
| * Responsibility | * Independent Work | * Organization |
| * Initiative | * Collaboration | * Self-Regulation |

The following scoring system is used for Learning Skills:

E=Excellent; G=Good; S=Satisfactory; N=Needs Improvement

**Course Specific Information**

This is an academic, university preparation course. Students will be expected to read a variety of challenging primary and secondary sources and will have to read ahead in order to keep up with the pace of the course. Students will be expected to participate, engage in classroom discussions, and share their ideas and work. Because of the vast amount of reading, analysis, and writing expected, students must plan their time accordingly and regularly consult the course website.

This course also incorporates various web-based technologies in the learning process. For example, students will use Google Apps for Education to collaborate and submit work. While it is not a requirement for the course, it is suggested that students have regular access to the Internet from home. If Internet access may be an issue, please indicate this on the next page.

**Textbook:** Colyer, J. *Creating Canada: A History –1914 to Present*. McGraw-Hill Ryerson: 2010

**Field Trips:** Region of Waterloo Museum (October 2014)